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ABSTRACT

The problems of integrating theory and practice cannot be understood without reference to the ecology and environment in which teacher education occurs. One factor defining the present character of Canadian teacher education is the fact that, when teachers' colleges moved onto the university campus, they became subject to the university's norms, and subject to the tenure and promotions criteria which traditionally emphasize research and publication. The resulting role crisis of Teacher Training Institutions (TTIs) was fed by two influences: plurality of roles, and the teachers' college legacy. The tensions in the TTI role arise from being of the university, yet not part of it, and this dissonance appears to inversely affect the TTIs' capacity to carve out a unique role for themselves. Contemporary ecological factors make the integration of theory and practice very difficult and environmental factors compound the situation by making the milieu of teacher education very fragile. A re-emphasis on naturalistic, action- or practitioner-based research, combined with a re-conceptualization of the teacher as a life-long, creative, and active learner, should be meshed with an alliance between the TTI and the university. (JD)

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IT IS TRUE WHAT THEY SAY ABOUT THEORY AND PRACTICE

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IT IS TRUE WHAT THEY SAY ABOUT THEORY AND PRACTICE

The rhetoric surrounding the phrase -- the integration of theory and practice -- is indicative of a deep malaise in Canadian teacher education. Despite a decade of unprecedented change in Canadian teacher training institutions (TTIs), changes which in the main focused on the development of more practical and school-based teacher training programs, the issue of theory and practice is still a contentious one. That we have travelled so far and yet not reached our destination, or even glimpsed it from afar is surely a portent of a deeper and more pervasive problem.

To say this is not to imply a criticism of the nations teacher educators who, in the main are a personable, dedicated, intelligent and conscientious group. They could only have been successful if the problem was in fact solvable, or if it was viewed through an appropriate lens. The argument informing this paper is that in attempting to integrate theory and practice our efforts have concentrated on alleviating symptoms rather than on preventing or understanding the disease itself. To put the point starkly: problems of integrating theory and practice are endemic to Canadian teacher education, and cannot be understood without reference to the ecology and environment in which teacher education occurs. If the rhetoric

of teacher education and the papers given and conversations overheard at this conference are indicative of something, it is that all the complaints, suggestions and concerns about theory and practice are well founded. It is true that we cannot integrate theory and practice, not because we are stupid or lack the will, but because the dichotomy is rooted in our ecology, and as yet we do not understand what that ecology is.

To help explicate this rather bald statement, I want to do three things in this paper. First to substantiate the proposition that the integration of theory and practice is an important issue in Canadian teacher education, and one that is not done well. Second, I will make an initial attempt to sketch out the ecology of Canadian teacher education as it appears to me at the end of a two-year study of Canadian teacher education.[1] Third, I intend to make some proposals based on this ecological analysis about the ways in which Canadian TTIs should develop if they are to resolve the problem of praxis.

The Theory - Practice Gap

There are any number of data which support the argument that the theory-practice gap is a pressing problem in Canadian teacher education. For instance, one could characterize the history of Canadian teacher education during the past fifteen years as being an attempt to come to terms with the theory-

practice issue. The transfer of the teacher education function from the normal college to the university, the introduction of the internship or extended practicum, the increasing length of teacher education programs, are all examples of major initiatives designed to bridge the theory-practice gap. That this conference has as its theme, 'Theory into Practice' suggests, unfortunately, that these efforts have not been conspicuously successful.

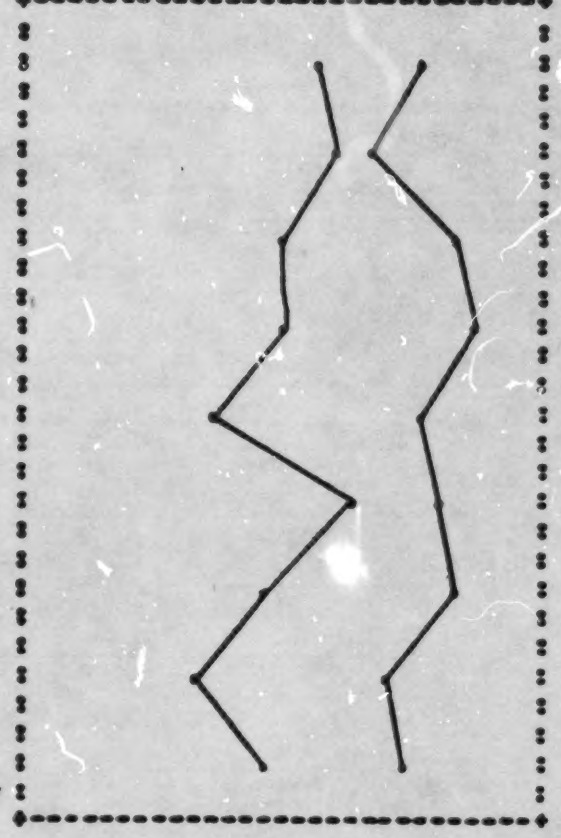
Our own research[2] on teacher education in Canada provides both quantitative and qualitative evidence that the theory-practice gap exists and is a major problem. In a recent paper (Wideen, Hopkins & Fullan, 1980), we identified a number of themes which appeared to us, as a result of our survey[3] of twelve Canadian TTIs, to characterize contemporary teacher education. In response to a question on the difficulty of integrating theory and practice, 48% of students and 26% of faculty regarded it as either a serious or very serious problem (p. 27). In another paper emanating from the same project (Hopkins, 1979), I referred to a scale which reflected nine different goals of teacher education (see figure 1). Of these, the goal 'to prepare teachers who can integrate theory and practice' is regarded as being the most important by faculty (4.48 on a 5 point scale), yet in terms of currently assigned importance was ranked only fifth (3.08 on a 5 point scale). The difference between the real and ideal importance

SECTION A: GOALS OF TEACHER EDUCATION

1. With reference to your faculty's program we ask you to examine the following goals: (1) in terms of the importance currently assigned to them (REAL); and (2) according to what importance you think should be assigned to them (IDEAL).

For each question please circle the number that most closely reflects your own view regarding the REAL and IDEAL. In your opinion, of what importance are the following goals.

Figure 1



		REAL	IDEAL	$\bar{d}$	RANK
a.	To prepare teachers who are knowledgeable in subject or content areas.	3.40	4.07	0.7	2=
b.	To prepare teachers who can adapt to and work within existing school systems.	3.89	3.79	0.3	1
c.	To prepare teachers who have effective interpersonal skills.	3.11	4.34	1.2	5
d.	To prepare teachers who can integrate theory and practice.	3.08	4.48	1.4	6=
e.	To prepare teachers who have the perceptions and skills to implement changes in the schools.	2.48	4.10	1.6	9
f.	To prepare teachers who have skills in various teaching techniques.	3.57	4.29	0.7	2=
g.	To prepare teachers to deal effectively with the individual differences of students.	2.94	4.38	1.4	6=
h.	To prepare teachers who have the ability to analyze critically the existing school system.	2.83	3.82	1.4	6=
i.	To provide the student teacher with a basis for determining her/his suitability for teaching.	2.95	4.03	1.0	4

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was 1.4 (on a five-point scale), which implies that it is a goal which faculty regard as being very important yet one which they are not able to achieve very effectively. This contention is further supported by the qualitative data emerging from the survey. In response to an open-ended question, 'What are the foremost issues facing Canadian teacher education faculties today?' -- the problem of integrating theory and practice was a consistent theme with the majority of respondents.

We conducted a series of interviews to complement and elucidate the survey data. Of the 55 interviews, virtually every interviewee mentioned the problem and the difficulty of integrating theory and practice. The following quotation from an associate professor is very typical of the majority of comments on this topic taken across the interviews:

> I think the integration of theory and practice is very desirable, but I don't think it is very effective. In the program there is a definite relationship between what is taught and what students are expected to do as student teachers. The real commitment to good integration of theory and practice is much lower than it should be.

A faculty member from another institution expressed the dilemma this way:

> Philosophically they (the faculty) are committed to an integration of theory and practice. In practice they do not think they're reaching their goals. . . . They are not doing all they're capable of to integrate theory and practice.

Another professor put it more succinctly:

> Theory and practice? Now that's a real problem!

The brief review of data emerging from our research, together with the earlier comments on the immediate past history of teacher education in Canada, are sufficient to suggest that the theory-practice gap is a real one. These illustrations also suggest that despite well-intentioned efforts we are not much closer to integrating the two concepts. Given the argument of the paper this situation is unsurprising because the root of the problem lies not in poor program design or implementation, but rather in the environment in which teacher education occurs. The following section attempts to explicate the problem of theory and practice using an ecological perspective.

The Ecology of Contemporary Canadian Teacher Education

I have referred previously to attempts to integrate theory and practice as being superficial and of being concerned with symptoms rather than the disease. And I have argued

implicitly that we should search deeper for the root cause of the problem. In so arguing for an ecological analysis of teacher education, I am not decrying previous attempts at confronting the problem, for there are many causes and variables associated with educational outcomes, and all possess utility and effect to certain degrees. But by neglecting the ecological perspective, however, we lack a referent or context to guide our actions. In making the case for an ecological study of education Eggleston (1977, pages 15 & 16) said:

> The ecological approach offers the prospect of yet a further explanatory factor which has a compelling, even obvious, attraction. It is one that embraces and augments rather than supplants most others. It springs from the basic understanding that human beings take on different patterns of behaviour and different life styles and accept different patterns of achievement when they find themselves in different locations. And at any moment in time these locations are given and unchangeable; there is no choice but to accept them. It is important to recognize that it is not just the physical geographical aspects of location that are significant here but also their economic, political and social characteristics.

After reviewing the literature on change and teacher education I concluded (Hopkins, 1980, Chapter II), that teacher education had not satisfactorily come to terms with its role, and that it was in a state of ecological imbalance. Although the physical move to the university campus was complete, and new programs and extended practica had been introduced there were still tensions which hampered the TTI's functioning. The source of these tensions lay in their ecology and revolved around three major and interrelated issues: university norms, the role crisis of TTIs, and their vulnerability to the environment. It is these issues which, in my opinion, comprise the ecology of contemporary teacher education and hamper the effective integration of theory and practice.[4]

University Norms

When the teachers' colleges moved onto the campus they became subject to the norms of the university. In particular, they became subject to the university's tenure and promotions criteria, which traditionally place almost exclusive emphasis on research and publication. It is well established that education professors are in general not prolific publishers (Guba & Clark, 1978), and this immediately puts them at a disadvantage when compared with their colleagues in other departments and faculties. Similarly the major funding agencies in Canada (e.g., SS & HRC) tend not to support the

type of research that large numbers of education professors could engage in. They tend to favour "pure" research, rather than development projects or applied curriculum research.

This lack of emphasis on research has had two major outcomes. First, because the teachers' college tended not to match the academic faculties in terms of the traditional criteria for promotion and tenures, they are regarded as the poor relation on campus, tolerated because they are family but still not quite acceptable. Secondly, the existence of these norms has encouraged many educati[illegible] professors to forsake their traditional roles and tasks, and to concentrate on activities such as pure research, which are somewhat tangential to the main purpose of teacher preparation.

Role Crisis

The role crisis in TTIs is fed by two influences, viz., plurality of roles, and the teachers' college legacy.

The no-win situation created by the university norms is compounded by the plurality of roles that education professors have to fill; in particular their teaching, research, counselling, supervision and administrative load. The great majority of faculty interviewed or talked to complained not only of the workload, but also of the diversity of roles they had to fulfil. They also maintained that this diversity inhibited the pursuit of excellence in any one field of endeavour.

Another factor is the teacher's college legacy. Although there are no hard data to support the contention, the majority of faculty in TTIs are still teachers' college staff. This does not necessarily call their competence into question, but what it means in practice is that the traditionally high entry standards required of university professors are not always reflected in education faculties. The situation is unlikely to be remedied in the near future, because the majority of these people were granted tenure when the college moved to the university. In practice this means that although the TTI is part of the university, many (a majority?) faculty still hold to teacher's college norms.

The compounding of these factors (viz., university norms, the plurality of roles in teacher education, and the teachers' college legacy), engenders a sense of anomie and rootlessness in TTIs. There are a large number of tensions in their role which are keenly felt, they are of the university, yet not part of it, and this dissonance appears to inversely affect their capacity to carve out a unique role for themselves.

Cameos of Ambivalence

The difficulty in carving out a unique role for the institution is well exemplified in two contrasting cameos. In one institution great emphasis has been placed, since the reforms of the early seventies, on the practical nature of their teacher education program. A vocal, energetic and

persuasive minority of faculty have prosecuted to the extent of their considerable ability and political influence a model of field based teacher education. Because this approach lies outside the norms of traditional university departments, this group has conflicted with the central university administration. Not in a formal sense, but their advocacy of a field based role for themselves has led to innumerable frustrations, particularly in terms of funding, promotions and tenure, and the general kudos of the faculty on campus. So much so that a number of the group, particularly those in senior administrative positions in the faculty, regret the move of the college to the campus. They desire a return to their previous situation where they could exercise their professional autonomy without recourse to the criteria imposed upon them by a central university administration.

The other cameo is of a department of education in an old established university, which consciously regards education as an academic discipline rather than as a profession. They purposefully teach about education, to the expense of preparing student teachers in methods and teaching skills. Field experiences are minimal and on occasions even these opportunities are used to illustrate theories about education rather than to demonstrate and refine teaching skills. In this way the department is seen to be conforming to the norms of the university by pursuing a traditional academic role and a number of faculty have international academic reputations. But

because they do this, the department has lost favour with the local school board, the ministry of education and the teachers' federation. Even worse, their enrolment has drastically reduced, which now seriously affects their position within the university.

These two cameos represent the extremes, and well illustrate the double bind in which TTIs now find themselves. But there is one other characteristic response to this predicament, and it takes two forms. The most common is to separate the teacher education function from the study of education as a discipline, and practising teachers are brought in on a temporary basis to supervise and instruct trainee teachers. This allows faculty to teach theory courses and supervise graduate students. In the other situation some faculty, usually the teachers' college personnel, are permanently assigned supervisory tasks, whilst others, the more "academic" faculty, teach solely theory courses. In both instances there is a dichotomy between the theoretical and practical aspects of teacher education.

Vulnerability of Contemporary Teacher Education

It could be argued that this situation arises because the move to the university was a major innovation, that it takes time to institutionalize and that given experience the situation will right itself. Be this as it may, the luxury of time is not available. A consistent theme emerging from the

analysis was the vulnerability of teacher education. And it was evident from the interviews and observations that this vulnerability was keenly felt. The reasons behind this -- declining enrolments, increased accountability, budgetary restraints, acceleration in the pace of social change -- are all well known. The impact of this vulnerability has served to heighten the feeling of anomie experienced by many TTIs in the sample. Declining enrolments have occasioned reductions in staffing and heavier workloads, and in Eastern Canada some TTIs have even been closed. In all institutions expansion is a thing of the past and a static professional population now the norm.

Not only has there been contraction, but increased pressure for change and the inability of most TTIs to cope with demands have produced a malaise and a condition of innovative fatigue. It is not an exaggeration to describe many of the institutions of the sample as being "tenured in and changed out." Referring to his own faculty one dean commented:

> We've been engaged in substantial program change for three and a half years, we still have another year or so to complete the overall revision of our programs and I think that people are (1) tired and, (2) extremely busy -- there is a feeling of, "Oh my God . . . I've got too much on my plate now, I'm

involved in all these program revision committees and I just can't take any more of this.'

This section has analyzed a number of factors which are defining the present character of Canadian teacher education. The move to the university campus, the role crisis in TTIs and their vulnerability to their environment, has created a situation where there is a general ambivalence and uncertainty as to their prime function. This uncertainty in its turn has led to a generalized reduction in effectiveness of many TTIs. Whilst engaged in the research, I summarized this hiatus in the following field note:

> This is a very difficult time for teacher education. All the six institutions that I have been at in the last two weeks, all appear to be going through difficult periods, difficult times. "A" still has this morale problem in the wake of the "X" Report, "B" has the political problem of appointing a new dean which has caused a vacuum in the institution during the last two years. It also has a problem of the two camps divided between the elementary and the secondary program. "C: is in the midst of enormous program change which has not quite settled down in the faculty. There also appears to be a great degree of suspicion in "C" which I can only account

for that in terms of an historical perspective. The University of "D" is faced with retrenchment, and this retrenchment is so pervasive that it has become institutionalized. Retrenchment is now a norm and is acceptable at "D"; it's a very depressing institution. At "E" the department there is facing severe enrolment problems, it is facing a lack of nerve in face of criticism from accounts of its program. The university itself, the school districts, the teachers' union are citical of the approach which "E" is taking and there is a great deal of insecurity in the department as to its future, and they seem to be paralyzed into ineffectiveness by the situation they find themselves in. "F" have reacted a bit more positively, but they have seen the writing on the wall and have devoted all of their energy into in-service programs. Even though this is a positive response this makes life for them abnormal because of the investiture of time they place in developing this aspect of their program.

It is True What They Say About Theory & Practice

The somewhat gloomy analysis reported above lends credence to the original contention that our inability to integrate theory and practice is a function of our contemporary ecological situation. Whatever we do in terms of program change, our

effectiveness is limited by the parameters of the situation in which we find ourselves. So all the complaints and concern about theory and practice are true; we apparently cannot effectively integrate the two concepts.

This makes the integration of theory and practice the most pressing problem facing Canadian teacher education today. There are two aspects to this. The first is the inability to resolve the tension between the school and university systems. Even when a TTI has resolved the dichotomy to its own satisfaction, it is only a chimera if its significant others (i.e., the central university administration, the prominent teachers federation, the ministry of education or the public, etc.) are dissatisfied with the resolution. The tension created in TTIs by attempting to serve multiple masters is thus paralleled in their inability to effectively integrate theory and practice. The second is the peculiar press of environmental forces operating on the educational system at present, which serves to make the future appear uncertain, and the present situation vulnerable.

In summary, then, contemporary ecological factors make the integration of theory and practice very difficult and environmental factors compound the situation by making the milieu of teacher education very fragile. This, however, is a very deterministic argument. I intend to argue in the following section, that the situation can be changed by

capitalizing on ecological tendencies, and this alteration in the ecology may in turn effect the environment and make it less inhospitable. To put the point more concretely, the ecology of contemporary teacher education gives us clues as to how to integrate theory and practice. If these clues are successfully pursued and implemented, then society and government may become more amenable and benign towards a pro-active and vigorous teacher education subsystem, thus changing the environment itself.

Ecological Cues for the Reconstruction of Teacher Education

Not only does the ecology of contemporary teacher education militate against the integration of theory and practice, but it (fortunately) also gives us some cues as to what form a possible integration should take. It is possible to say this because ecology is a dynamic concept and change occurs through the evolutionary emphasis on aspects of the ecology. Change is not necessarily deterministic, but has to occur within the paremeters of the ecology and capitalize on tendencies within it.

Apart from the press of environmental factors such as declining enrolments, budget restraints, etc., teacher education is characterized by a tension between its role as an academic university department and its role as a teacher preparation institution. It is this tension, I have argued, that makes it very difficult for TTIs to effectively integrate

theory and practice. In particular this tension has had three important implications for teacher education. First, it has led to a dichotomy between research and pedagogy; second, it has resulted in a confusion over the nature of teacher education; and third, it has disguised the location of our real clients.

Admittedly these implications are somewhat speculative ; but they have emerged as a result of the contemporary ecology, and they also contain cues as to the eventual more complete integration of theory and practice. Given this, it may be useful to conclude this paper by briefly discussing each in turn.

The dichotomy between research and pedagogy is well substantiated in the quotations used to support the ecological analysis. My argument here is not that research is irrelevant to teacher education; on the contrary I am convinced that it is of primary importance, but that faculties of education have engaged in the wrong type of research. So blinkered by the research traditions of traditional academic social science, education professors have engaged in research inappropriate to education and as a result have been unable to link their research to appropriate practice. This has led to a fundamental and institutionalized dichotomy between theory and practice. Stenhouse (1984) is quite correct when he says:

> What is required of the universities (TTIs) is that they break the stranglehold of the

> 'psycho-statistical and nomothetic paradigm' on educational research. The universities which have done this recognize forms of research alternative to the still dominant tradition of scientific positivism . . .. Among these alternative forms are experimental or descriptive case studies which may be based upon the teachers access either to the classroom as a laboratory or to the school or classroom as a setting for participant observation (p.74).

What is needed is more emphasis on research forms such as action research. For persons working within this research paradigm contribute, as Rapaport (1970) says

> both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework (p. 499).

By doing research this way, not only is theory fed directly into practice, but also the problems which the research focuses on become of more immediate concern to practitioners. A good example of this is Runkels recent book -- Organizational Renewal in a School District (Runkel et al., 1980). Here Runkel and his collaborators developed and researched a model for improving organizational effectiveness

in schools and school districts. In providing practical (and important) assistance to schools, they also developed a technology and refined a theory of organizational improvement.

The distinction between academic norms and teacher preparation has also warped our conception of the nature of teacher education. The inability to relate theory to practice, the division of function in TTIs and the inappropriateness of current research to practice, has led to an implicit model of teacher education that is positivistic, mechanistic, unprofessional and denies the creativity and autonomy of individual teachers. That is quite a sweeping condemnation, but it will take much to persuade me that reality is otherwise. Although space precludes a full defence of this position, let me briefly sketch the outline of the argument, by pointing to three interrelated strands of thought.

First, current research is predominantly positivistic and linear, and considers causality unproblematic and subjectivity irrelevant. Mainstream thinking on the curriculum, for instance, is predicated on the behavioural objectives model which relegates the teacher to the role of a mechanic, distorts the nature of knowledge, regards students as passive actors in their own learning, and confuses education with training.[5] When research of this type is utilized uncritically in teacher education programs then it is unsurprising that its implicit but covert assumptions find themselves manifest in the teachers who are trained by its precepts.

Second, the research emphasis on positivism, and the shrill demands for practically trained teachers, has led to a confused conception of the nature of teaching. The demand for teachers who can 'survive in the classrooms' has resulted in a form of competency based teacher training. Although these skills are important, my argument is first that it is training and not education, and second that this training does not prepare teachers for a life of continued professional development. We sacrifice long-term excellence for short-term gain. My ideal concept of a teacher is one who, in Stenhouse's (1975) words has:

> a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures (p. 143).

This is not the type of teacher currently produced by our teacher training programs.

Third, the universities are not entirely culpable for this situation. The teachers' unions, with their emphasis on survival skills, the school boards with their emphasis on accountability, and the ministry with their centrally imposed curricula, are all equally responsible for a contemporary teaching force which is intellectually neutered and professionally restricted.

Having sketched out the parameters on which my somewhat controversial statement is based, let me briefly offer an alternative. It is my fervent belief that we need to prepare teachers who are open to a life of recurrent professional development. Although the emphasis in preservice training needs to be on skills (and perhaps survival), it is of the utmost importance that teachers from the very beginning of their professional preparation have a mind set, an expectation, that their education as teachers is not finished with their final practicum but continues throughout their careers. It is this expectation above all else that we need to instill during our initial teacher preparation programs.

The third and final ecological tendency, I want to mention is teacher education's misplaced clientele. The tension between university norms, and the demands of the other major actors in the schooling business, e.g., school boards, the ministry, and teachers' unions, has tended to draw attention away from our real clients. In the heated debates over promotions and tenure, and teacher competence and certification, we have forgotten and neglected the historical link between the university and the school. Elsewhere (Hopkins & Wideen, 1984) we have made a sustained argument for the re-consideration of the school as the prime unit of change in the educational system and for the universities role in supporting this.

It is here that the three strands of thought I have pointed to in this section come together. For as Stenhouse (1984) says:

> This alliance with universities is important for the teacher because it gives access to a pattern of part-time study right up to the level of doctorate which turns one towards one's professional work rather than away from it and offers systematic training in the appropriate research skills as well as a grasp of the theoretical issues applicable to close-in practitioner research. This tradition once established at advanced levels, begins to influence patterns of in-service work (p.73).

If there is a re-emphasis on naturalistic, action or practitioner based research, which is combined with a re-conceptualization of the teacher as a life long, creative and active learner, and if these tendencies are meshed with an alliance between the TTI and the school then I am convinced that the integration of theory and practice will become a natural phenomena within our educational system. Not only because it needs or deserves to be, but also because it is consistent with the ecology of contemporary teacher education.

Here I wish to end, and apologize to the reader for the outlandish tone of this final section of the paper: particularly when compared with the more measured arguments before. The predicament, however, seems very clear to me. Unless we re-shape our teacher education programs to fit with contemporary ecological tendencies then I am afraid it will be true what they say about theory and practice.

FOOTNOTES

1. The research reported in this paper was carried out as part of a larger research project funded by the Social Sciences and Humanities Research Council -- The Management of Change in Teacher Education, SS & HRC Grant #410-77-0459-RI, principal investigators, Dr. M. Fullan and Dr. M. Wideen.

2. For a full account of this research, see: Fullan, M., Wideen, M., Hopkins, D., and Holborn, P., The Management of Change in Teacher Education. Report to the SS & HRC in 5 volumes (. 1983).

3. The survey was conducted in twelve anglophone Canadian TTIs during 1979, using the Guide to Institutional Learning (G.I.L.). All faculty and a representative sample of students in each institution were surveyed.

4. The following ecological analysis is drawn from a more complete study of Canadian teacher education (Hopkins, 1980).

5. This statement may appear unjustifiably polemical, and that may be the case. But it is representative of a widely held body of opinion, see for example Stenhouse (1975).

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Appendix: Quotations

Lack of Research

> But the research thing bothers me most. I think a university to be anything unique should generate knowledge. . . . But what the faculty does not want is to make provision for people to carry out research. When you carry out research here, I think it's in spite of not because of the faculty. (G/I/F4)

Our big emphasis here is not on doing research, but on teaching (E/I/5).

> An area where I need to grow into more is writing--it's difficult here to find the time to do much reading and writing and research. (L/I/S1)

Poor relation on campus

Q: What do you think the faculty doesn't do well?

A: Image building--I don't think we enjoy a very positive regard on campus. (K/I/W2)

There's a feeling that (the Faculty of) education is a waste of time, there's nothing in it. There is a feeling that you are second class. (K/I/H3)

Q: What do you do worst in?

A: Bitch, right now selling the importance of this faculty to the entire university. Individual faculty members are well regarded but not the faculty as a whole. (D/I/D1)

Diversity of roles and heavy workload

One dean put the dilemma this way:

> We have certain commitments we have to meet; there are students who have to be taught, we have a program that must be offered and it's largely prescribed. One cannot do other things without having met these requirements. (A/I4/9)

An internal facilitator put the same point somewhat more emotionally:

> I really think that people in a faculty of education ought to have some private time when they are maybe goofing off, thinking productively, or reviewing the situation, but when they're not expected to actually be physically involved in doing anything. In the Faculty of Arts they teach 2-3 classes per semester on average. Here you're expected to teach at least 5, and if you don't resist they'll lay 6, possibly 7 on you. I think if you teach 6 classes you're dangerously close to the limit, you just don't have any time to yourself. I don't think that everybody should have all the time in the world to do research because some people wouldn't do it, even if they had the time. But I think that those who do have an interest in that direction and do want to spend time certainly should be given the time to do it. (L/I/He8)

And finally an acting dean adds a touch of realism:

> The fact remains that if you're teaching three hours a day and you're working three hours a day counselling students--I have students in here three hours a day, every single day, either on an informal basis or students taking independent reading courses. But if you have six hours every day consumed that way and you thought you also should be doing a certain amount of reading to keep up with what's going on, and you're maybe teaching an extension course to try to get this in-service thing off the ground, and then someone says to you--listen, we've got this really neat study that we're involved in--your reaction is likely to be--hey, that's a super study and I'd really like to get heavily involved in it, but you tell me when I'm going to do it--because I also have a wife and two kinds at home that are screaming for a little more time. (F/I/Mu7)

Teachers College Legacy

Besides inheriting the staff of the teachers' college, the TTIs also took the teachers' college legacy with them to the university. This point has been alluded to on several occasions, and it is a powerful influence in Canadian teacher education. The national character of the phenomenon was well caught by one interviewee:

> We're all in the same bind--survival. But typical of Canada, as opposed to the U. S. A., we're haunted by the normal school approach rather than the academic research orientation of the colleges in the States. (D/I/D3)

The following extract from field notes illustrates how powerful the legacy can be in the case of individual institutions:

> Up until 1969 the dean was a joint appointment of the Ministry of Education and the University. This piece of information tells one a great deal about the orientation of the faculty. People I talked to felt that the administrators saw the faculty very much in terms of a school and ran the faculty much as a vice-principal would run a large school. (D/F3/I)

A further quotation illustrates the point:

> The age of faculty members explains a lot about this faculty. We have a lot of senior level professors who arrived on the scene when the institution was being built up, came in on the middle of the associate professor rank by virtue of their own previous school experiences and the looseness of the system in the mid-60s and stayed. . . . We'll see major changes around here, starting in about five years time, as a function of refinement and replacement of staff members but not before. (D/I/H04)

And another commented:

> I see the old guard that we were forced to accept from the teachers' college. . . . These people do not have strong qualifications--mostly no graduate work in education at all. They have tunnel vision . . . They hold us back. (A/I/E-B2)

> If the Ministry doesn't like it then we don't set it up--this place used to be an arm of the Ministry in everything but name until ten years ago. (D/I/G6)

Cameos of Abivalence

Teacher education example:

Teacher education is housed in the university setting which in many ways is just dysfunctional for teacher education. . . . We're locked into a university system which has a reward system which has in the past worked relatively well . . . but a professional college doesn't really fall into that category. Practising professionals, or when a person becomes a practising professional he requires not only a cognitive knowledge but actual skill. . . . Competence should in fact be demonstrated . . . It's dysfunctional in the set of rules that we set up—I mentioned the reward system; traditionally university is publish or perish kind of thing. We need a reward system that recognizes the importance of being able to transfer theory into practice, or integrate theory with practice, which means if we really want our practica to mean something . . . we want to have something more than that happening that has to be done in a developmental, sequential, systematic fashion, and that means the reward system must recognize excellence in practica, excellence in interpreting theory into practise. (L/I/La5)

Academic example:

The dean put the point quite succinctly:

> We haven't been able to provide an adequate amount of suitable teaching practice. It's perceived that we're not interested. (F/I/H1)

The internal facilitator expanded on the situation in an interview which included this series of quotations:

> In this department a good number of people . . . feel strongly that the school board, the school system as it exists now is a hopeless case, is a dreadful thing, is pernicious, repressive and should be done away with as it needs radical change. And these people . . . see their role to criticize the school board as much as possible and to send out students into the schools to complete the process. (F/I/DW8)

> _____ has a bad name in some quarters. In the school system it is perceived by some with intellectual hostility, (also) there are people who are outraged by professors who have gone into the schools and done what they would call irresponsible things (like) criticizing an acting teacher in front of his class for his teaching methods. (F/I/DW10)

> The (teachers') union? I don't think we have very much contact with it at all. They wanted some information and they went to the ministry of education for help—they didn't come to _____. (F/I/DW11)

Division of Roles example:

one interviewee said:

> The old guard from the Teachers' College have not been expected to do research, writing, work with graduate students, counselling or direct projects. (A/I/Bi2)